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ABSTRACT

This report from the Chancellor's Office of California Community Colleges (CCC) is the third in a series of reports that present systemwide, district- and college-level Management Information System (MIS) baseline information specific to the systemwide Partnership for Excellence performance goals. This report presents information for 2 fiscal periods, 1998-1999 and 1999-2000. The primary purpose of this report is to convey data contained in the MIS on systemwide, district, and college performance related to the five performance goals. Highlights of the report are included in the Statewide Progress Report on Partnership Goals section, which reports a decrease in transfer-prepared students from 107,980 in 1998-99 to 96,501 in 1999-2000. The goal is to increase the number of transfer-prepared students by 27% between 1997-98 and 2005-06 (from 106,951 to 135,935 students). A transfer-prepared student is defined as one who earned, within a 6-year period, 56 transferable units while maintaining a minimum G.P.A. of 2.00. The paper also states the goal of increasing actual transfers to baccalaureate institutions from 55,149 in 1997-98 to 78,582 by 2005-06. In addition, the Chancellor's Office has recently undertaken two longitudinal data-matching efforts in the transfer area. The first involves both the University of California System and the California State University System in tracking cohorts of CCC students into their institutions. The second effort focuses on matching CCC students with the National Student Loan Clearinghouse database. Appended are: the Partnership for Excellence goal statement; chaptered legislation on Partnership for Excellence; statewide percent change/improvement needed to achieve Partnership for Excellence goals by fiscal year 2005-2006; and the Partnership for Excellence goal specifications. (NB)

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District Performance on Partnership for Excellence Goals

April 2001

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District and College Baseline Data for
1997-98, 1998-99, and 1999-00

Chancellor's Office
California Community Colleges

District Performance on Partnership for Excellence Goals

District and College Baseline Data for
1997-98, 1998-99, and 1999-00

April 2001

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Preface

This is the third in a series of reports that present systemwide, district- and college-level Management Information System (MIS) baseline information for two fiscal year periods 1998-99 and 1999-00 specific to the systemwide *Partnership for Excellence* performance goals. The first report, *The PFE FACT Book*, published in May 1999, presented the same information for the periods covering 1995-96, 1996-97, and 1997-98. The second report, the *System Performance on Partnership Goals* (July 2000), presented information from the periods covering 1996-97, 1997-98, and 1998-99. This report replicates the data for 1998-99 and adds the most recent data available, 1999-00, to facilitate analysis of recent year-to-year changes. It also updates the performance for those districts that corrected or re-submitted MIS data for 1998-99. No college-specific information is yet available for the Goal 4 subgoals related to economic development (i.e., businesses and employees benefiting and individuals receiving fee-based job training).

The primary purpose of this report is to convey data contained in the MIS on systemwide, district and college performance related to the five *Partnership* goals. District staff are advised to carefully examine the data using definitions in Appendix E, to determine that they correctly reflect the activities and performance in their college(s). If significant discrepancies are discovered, districts may contact the Chancellor's MIS Unit to determine if resubmission of data is necessary.

This report also serves as a partial response to *Education Code* Section 84754 which requires the Chancellor's Office to "... report to the Legislature, the Governor, the California Post-Secondary Education Commission (CPEC), and other interested parties by April 15 of each year. The annual reports shall include data for each district and college with respect to levels of achievement and relative progress towards the goals...." System performance as a whole starting with the Fall 1998 term has been subject to a review completed through April 2001. The purpose of the review was to determine if a contingent funding mechanism should be triggered that would "... link allocation of *Partnership for Excellence* funds to individual districts to the achievement of and progress toward *Partnership for Excellence* goals by those individual districts (*Education Code* Section 84754(d)(1))." Based upon the System's progress in meeting the *Partnership* goals, the Board of Governors determined in March of 2001 that contingent funding did *not* need to be triggered.

The appendices of this report provide additional background information on the *Partnership for Excellence* and the methodology and rationale used to project goals through the Year 2005-06. This rationale is an end product of extensive discussions among the Consultation Council, the Accountability Umbrella Advisory Committee, the Board of Governors of the California Community Colleges, the Governor's Office and the Department of Finance, the Legislature and the Office of the Legislative Analyst, and the California Postsecondary Education Commission.

Thanks are due to Tom Nobert of the Management Information Systems Unit, who handled the data processing work needed to produce the statistics reported here. Debra Sheldon of the Research and Planning Unit was responsible for the overall orchestration of the report and updating this Preface. Michael McNerney of Governmental Affairs and Channing Yong of the Research and Planning Unit were responsible for updating the charts of the report and Jeannine Clemons and Adria Sanders of the Documents and Publications Unit did the report's layout and formatting. Adria Sanders and Mary El-Bdour assisted in proofing the tables.

Any comments or questions about the contents of this report may be directed to Debra Sheldon at (916) 322-2818 or via e-mail at DSheldon@cccco.edu. Questions or concerns regarding MIS resubmissions should be directed to Debbie Toner at (916) 327-5903 or via e-mail at dtoner@cccco.edu.

Christopher Cabaldon, Vice Chancellor
Policy, Planning, and External Affairs Division

Willard Hom, Director
Research and Planning
April 2001

Statewide Progress Report on Partnership Goals

This section provides, in graphic form, a summary of the progress that has been achieved to date in each of the *Partnership* goal areas. The statewide summary of progress is included here. Displays for each district may be found in an accompanying document titled, "District Performance on Partnership for Excellence Goals." Each display reflects the systemwide status through 1999-00 as well as the relationship of that status to the base year and the 2005-06 goal. A statement describing each goal accompanies its graphic display. The displays are based on data contained in this report and are provided in this format so that the current status of performance on each of the goals can be easily viewed. This format was suggested jointly by agencies having oversight authority for the *Partnership* including the Legislative Analyst's Office, the Department of Finance, and the California Postsecondary Education Commission.

Starting with each goal's base year through 1999-00, the system achieved progress toward the 2005-06 *Partnership* goal levels for four of the five goals. The progress occurred on the goals of transfer, degrees & certificates, workforce development, and basic skills improvement.

The rate of successful course completions is the only goal for which the system showed a decrease from its 1995-96 base year level. Even though the system as a whole progressed in the subgoals for the rate of transferable course completions (from 68.3 percent to 68.7 percent), and for the rate of vocational successful course completions (from 77.2 percent to 78.7 percent), the basic skills course completion rate decreased from 60.3 percent to 58.2 percent. As a result, the overall successful course completion rate decreased from 68.1 percent to 67.9 percent.

Although the system demonstrated increases in transfers to the UC and CSU segments, the system had a decrease in the subgoal for the number of students who became transfer prepared. Compared to the subgoal's base year level (1997-98) of 106,951, in 1999-00 the number of students who completed 56 transferable units within a six-year period with a minimum GPA of 2.0 decreased to 96,501.

SUMMARY OF STATEWIDE DATA

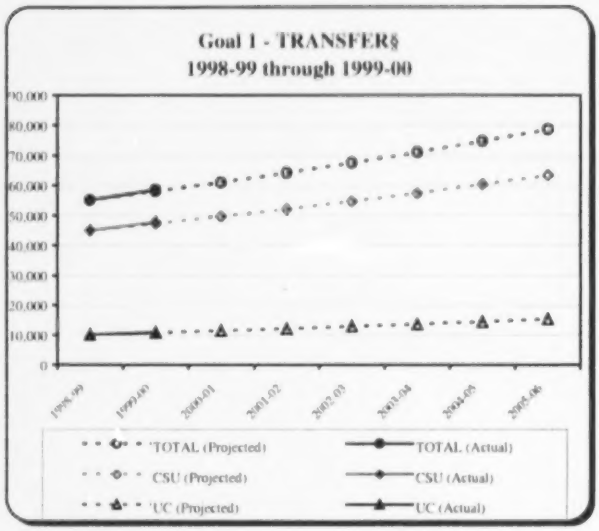
GOAL 1 - TRANSFER:

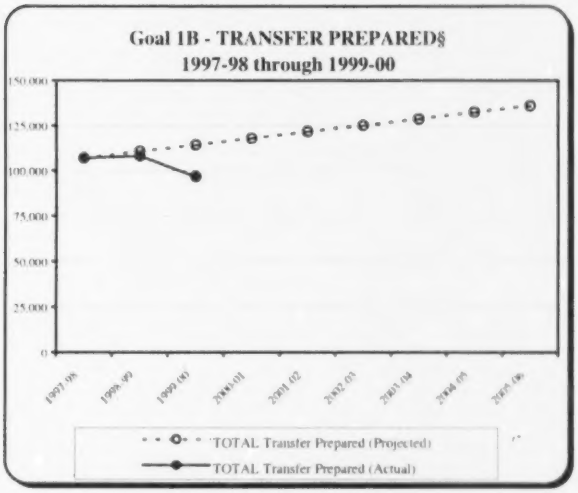
An increase from 55,149 in 1998-99 to 78,582 by 2005-06 in the number of students who transfer from community colleges to baccalaureate institutions (BOG revised, July 2000). **Specifically:**

UC sub-goal: an increase from 10,161 to 15,278
CSU sub-goal: an increase from 48,988 to 63,304
Independents sub-goal: under discussion due to data issues.

	1998-99	1999-00
UC (actual):	10,161	10,827
CSU (actual):	44,988	47,705
Total (actual):	55,149	58,532

Note: Transfer data reported to CPEC include students whose majority of transferable units were acquired at a California community college.





GOAL 1B - TRANSFER PREPARED:

An increase in the number of students who are Transfer Prepared from 106,951 in 1997-98 to 135,935 in 2005-06 (BOG adopted, December 1999).

Transfer Prepared is defined as the number of students systemwide who earned, within a six year period, 56 transferable units with a minimum G.P.A. of 2.00.

The goal period for this measure covers eight years and results in a projected increase of 27.1 percent.

	1998-99	1999-00
Transfer Prepared (actual):	107,980	96,501

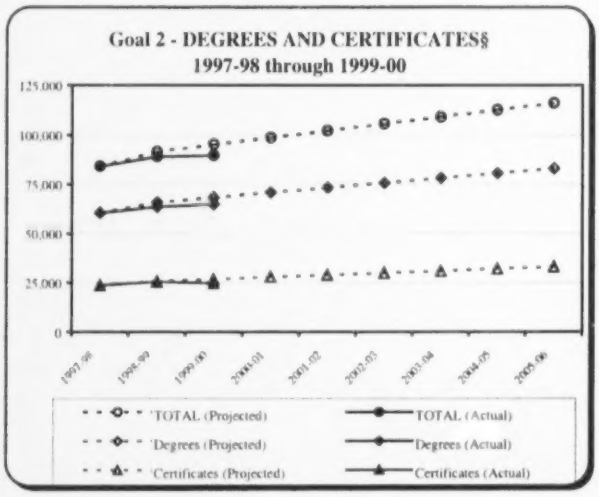
GOAL 2 - DEGREES AND CERTIFICATES:

Achieve an increase from 84,179 in 1997-98 to 116,054 by 2005-06 in the number of degrees and certificates awarded (BOG revised, July 2000).*

AA/AS Degrees sub-goal: an increase from 60,552 to 83,060.
Certificates sub-goal: an increase from 23,627 to 32,994

	1998-99	1999-00
AA/AS Degrees (actual):	63,492	64,845
Certificates (actual):	25,486	24,753
Total (actual):	88,978	89,598

*Levels differ from July 2000 revised goals due to district resubmission of base-year data.



§Goal projection is unadjusted for lower than expected funding.

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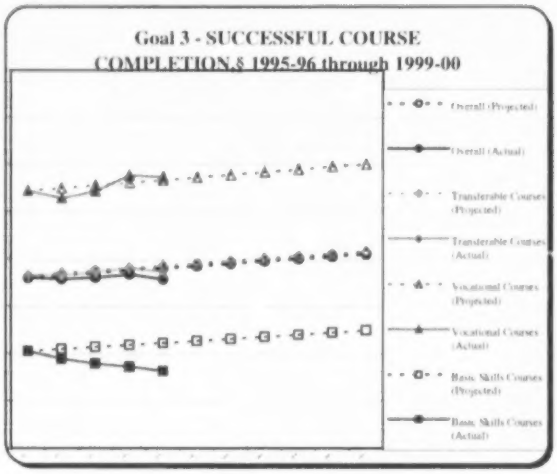
SUMMARY OF STATEWIDE DATA

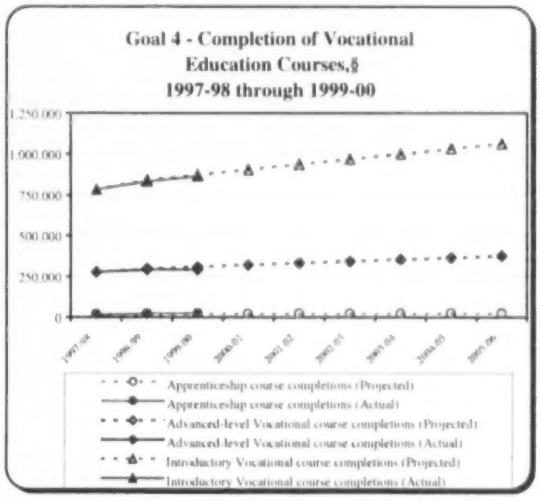
GOAL 3 - SUCCESSFUL COURSE COMPLETION

Achieve an increase from 68.1% in 1995-96 to 70.6% by 2005-06 in the overall rate of successful course completions.

Transferable Courses sub-goal: an increase from 68.3% to 70.8%.
Vocational Courses sub-goal: an increase from 77.2% to 80.0%.
Basic Skills Courses sub-goal: an increase from 60.3% to 62.5%.

	1998-99	1999-00
Transferable Courses (actual):	69.1%	68.7%
Vocational Courses (actual):	78.8%	78.7%
Basic Skills Courses (actual):	58.7%	58.2%
Overall Rate (actual):	68.4%	67.9%





GOAL 4 - WORKFORCE DEVELOPMENT:

Achieve increases from 1997-98 through 2005-06 in course completion in the following areas:

Apprenticeship Courses - "A": from 18,125 to 24,599.
Advanced-level Vocational Courses - "B": from 277,556 to 376,688.
Introductory Vocational Courses - "C": from 783,060 to 1,062,378.

	1998-99	1999-00
Apprenticeship Courses (actual):	21,928	24,484
Advanced-level Voc. Courses (actual):	291,840	291,084
Introductory Voc. Courses (actual):	832,662	865,886

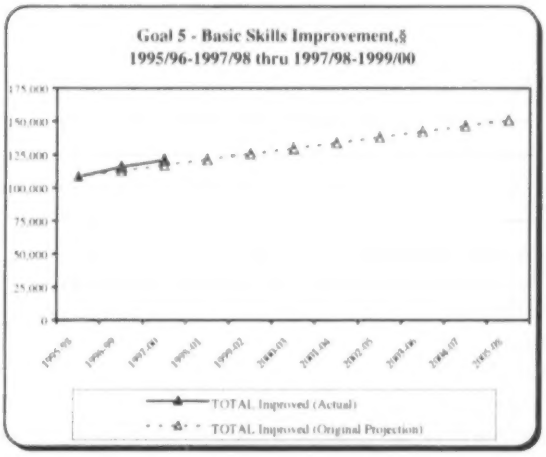
Note: There are additional sub-goals to increase the number of businesses and employees benefiting from training through contract education, and in the number of persons receiving fee-based job training. Data for these sub-goals is not yet available.

GOAL 5 - BASIC SKILLS IMPROVEMENT:

By 2005-06, achieve an increase from 108,566 in 1995-96 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

	1998-99	1999-00
Basic Skills Improvement (actual):	115,630	120,970

Note: To be counted as "improved" a student must have enrolled in a basic skills course. Then in a subsequent term, they must enroll in a course with a program code in the same group but which is at a higher level. The higher course must have been completed with a grade of "C" or better. A student may be counted twice, once in mathematics and once in English if they improve in both.



Source: *System Performance on Partnership for Excellence Goals*, (CCC Chancellor's Office, July 2000 and April 2001)

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District Progress Reports

District Progress Reports on Partnership Goals

(1998-99 and 1999-00)

Allan Hancock Joint
Antelope Valley
Barstow
Butte
Cabrillo
Cerritos
Chabot-Las Positas
Chaffey
Citrus
Coast
Compton
Contra Costa
Copper Mountain
Desert
El Camino
Feather River
Foothill-DeAnza
Fremont-Newark
Gavilan Joint
Glendale
Grossmont-Cuyamaca
Hartnell
Imperial
Kern
Lake Tahoe
Lassen
Long Beach
Los Angeles District
Los Rios
Marin
Mendocino-Lake
Merced
MiraCosta
Monterey Peninsula
Mt. San Antonio
Mt. San Jacinto
Napa Valley
North Orange Co.
Palo Verde
Palomar
Pasadena Area
Peralta
Rancho Santiago
Redwoods
Rio Hondo
Riverside
San Bernardino
San Diego
San Francisco
San Joaquin Delta
San Jose-Evergreen
San Luis Obispo Co.
San Mateo County
Santa Barbara
Santa Clarita
Santa Monica
Sequoias, College of
Shasta-Tehama-Trinity Jt.
Sierra Joint
Siskiyou Joint
Solano County
Sonoma Co. Jr. Coll. Dist.
South Orange County
Southwestern
State Center
Ventura County
Victor Valley
West Hills
West Kern
West Valley-Mission
Yosemite
Yuba

Appendices

A. The Partnership for Excellence Goal Statement

B. Chaptered Legislation on Partnership for Excellence (Education Code Section 84754)

C. Statewide Percent Change/Improvement Needed to Achieve Partnership for Excellence Goals by Year 2005-06

D. Partnership for Excellence Goal Specifications

Appendix A

Partnership for Excellence Goal Statement

THE PARTNERSHIP FOR EXCELLENCE

The Partnership for Excellence is a mutual commitment by the State of California and the California Community Colleges system to expand significantly the contribution of the community colleges to the social and economic success of California. It is structured in phases, with substantial financial investment by the State in exchange for a credible commitment from the System to specific student and performance outcomes.

State Investment

The State shall commit first to full funding of enrollment expansion both to meet population growth and to expand the college participation rate, and to protecting the colleges against inflationary erosion through annual cost-of-living adjustments. The State shall then commit to investing $100 million annually as an infusion into base apportionment funding.

System Goals

As its responsibility within the Partnership, the System shall commit to achieving outcomes which reflect high priority policy objectives of the State. The performance outcomes are derived from the mission of the California Community Colleges, but they are not intended to represent an exhaustive operationalization of the mission or to fully capture the complete value of a community college education. It is unnecessary for the Partnership to be wholly comprehensive; the funding infusion it represents accounts for less than three percent of the System budget.

The System commits to achieving the following annual performance goals by the year 2005, with full performance being conditional upon receipt of the state support previously described:

1. Transfer — An increase from 55,149 in 1998-99 to 78,582 in the number of students who transfer from community colleges to baccalaureate institutions. This performance goal may also be expressed in the form of segmental subgoals: an increase from 10,161 to 15,278 in the number of transfers to UC, and an increase from 48,988 to 63,304 in the number of transfers to CSU. Because there is insufficient data on transfer to independent and out-of-state colleges, a goal for this segment is under discussion. Achievement of these goals depends on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer. To measure these students the Transfer Prepared subgoal states there will be an increase in the number of students who are transfer prepared from 106,951 in 1997-98 to 135,935.

2. Degrees and Certificates — An increase from 84,179* in 1997-98 to 116,054 in the number of degrees and certificates awarded. This performance goal may also be expressed as subgoals to achieve an increase from 60,552* to 83,060 in the number of associate degrees awarded and an increase from 23,627* to 32,994 in the number of certificates awarded (of 18 units or more). Beginning in 2000-01, a separate set of data will also be reported annually on the number of certificates of less than 18 units awarded.

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* Levels differ from the July 2000 revised goals due to district resubmission of base-year data.

3. Successful Course Completion	An increase from 68.1% in 1995-96 to 70.6% in the overall rate of successful course completions. An increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses.
4. Workforce Development	(I.) An increase from 18,125 in 1997-98 to 24,599 in the number of successfully completed Apprenticeship courses; from 277,556 in 1997-98 to 376,688 in the number of successfully completed Advanced-level Vocational courses; and from 783,060 in 1997-98 to 1,062,378 in the number of successfully completed Introductory Vocational courses. (II.) An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education [note: base year is Fall 1996]. (III.) An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education. (IV.) An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training.
5. Basic Skills Improvement	An increase from 108,566 in 1995-96 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

Students enter community colleges with a variety of purposes, such as transfer, degree or certificate attainment, job training, skill development, or lifelong learning, and these goals are dynamic over time as students persist through collegiate programs. While the data and conceptual framework are inadequate to match system-level performance to student objectives at this time, the System will move toward development of performance goals that are linked to the informed objectives of individual students. This subsequent iteration of goals which are linked to student objectives and characteristics will also allow meaningful assessment of term-to-term persistence and time-to-completion indicators.

Building upon the performance accountability measures and standards evolving for other state and federal vocational education, job training, and workforce preparation initiatives, the System intends to elaborate its workforce development goals in the subsequent iteration to include outcomes in such areas as licensure, job placement, and earnings improvements, with explicit linkages to informed student objectives.

Funding Allocation

The $100 million appropriation shall be allocated by the Chancellor to local districts on a per-FTES basis. Districts are expected to use the funds to invest in infrastructure and program enhancements which will increase performance toward the System goals. Districts shall have broad flexibility in expending the funds in such areas as:

- Improving course, certificate, and degree completion rates by enhancing libraries and learning resource centers, lowering student-to-instructor and student-to-counselor ratios, expanding articulation with colleges and schools, increasing the proportion of credit instruction taught by full-time faculty, continuously enhancing the professional development of faculty and staff, conducting evaluative research on student success, enriching student services programs such as matriculation, and reinvigorating transfer centers.

- Intensifying the economic impact of the colleges by expanding access to high-demand occupational programs, continuously aligning the curriculum to meet workforce demand and

stimulate economic development, and developing specialized employer-based training in response to dynamic local needs.

The Chancellor's Office will assess overall system effort and progress, and offer technical assistance to districts.

Performance Timeframe

Starting with the 1998-99 fiscal year, districts have bee required to report data for each of the five performance outcome areas to the Chancellor's Office, which has compiled and analyzed the information for an annual report to the Legislature and the Governor. Nearly all of the data is reported to the Chancellor's Office through the Management Information System.

The third-year report (*System Performance on Partnership for Excellence Goals, April 2001*, using data from 1999-2000 and from Fall 2000 where available) indicated whether reasonable progress had been made toward meeting the System goals. If the System was judged to have made reasonable progress, funding would continue to be allocated on a per-FTES basis. System performance would then be assessed annually. Since the Partnership is an investment-centered strategy, progress toward meeting the System goals should be nonlinear. The determination of reasonable progress would therefore recognize that the largest improvements would tend to occur later, rather than earlier, in the years between the base years and 2005.

If the State had fulfilled its investment commitment and the System had made little or no progress, the Board of Governors would be authorized to take action to assure system accountability, such as sharing and distributing accountability among the districts — whose expenditure and programmatic decisions ultimately determine the level of performance — through a contingent funding mechanism which would create direct incentives at the district level for achievement of the goals.

If the contingent funding mechanism had been triggered by the Board of Governors following the three-year initial incentive period, or at a later time, the Chancellor would be required to establish district-level goals that would be derived from the System goals; the Board of Governors would have ensured that the distribution of goals is generally sensitive to institutional contexts and initial student characteristics rather than applied on a strict FTES formula basis. At its March 12-13, 2001 meeting, however, the Board of Governors determined that the System as a whole was making satisfactory progress toward the goals and the contingent funding mechanism did not need to be activated. As a result, funding will continue to be allocated on a per-FTES basis.

Appendix B

Chaptered Legislation on Partnership for Excellence
(Education Code Section 84754)

Chapter 5. Community College Apportionment
Article 2. Program-Based Funding

84754. (a) The Partnership for Excellence program is hereby established for the purpose of achieving annual performance goals and improving student learning and success. The Partnership for Excellence program is dependent on a mutual commitment by the State of California and the California Community Colleges to achieve statewide goals that reflect the highest priority for the social and economic success of the state. The state intends to provide funding for the Partnership for Excellence program as an investment to supplement funding for enrollment growth and cost-of-living adjustments to invest in program enhancements that will increase performance toward the community college's system outcome measures. The California Community Colleges, as a result of the state's investment, shall commit to improving and achieving specific outcome measures established by the Board of Governors through the consultation process pursuant to Section 70901.

(b) (1) The Board of Governors shall develop, through the consultation process, specific goals and outcome measures to improve student success and assess district performance that will include, but not necessarily be limited to, the areas of transfer, degrees and certificates, successful course completion, work force development, and basic skills improvement. It is intended that the number of system goals not exceed 10. The goals shall be rigorous and challenging to the system, and exceed what could be expected to occur based on increases in funded enrollment. In developing the goals and outcome measures, the Chancellor of the California Community Colleges shall seek the concurrence of the Director of Finance, the Legislative Analyst, and the California Postsecondary Education Commission (CPEC).

(2) On or before December 1, 1998, the Chancellor of the California Community Colleges shall propose goals and measures for the approval of the Board of Governors of the California Community Colleges. The Department of Finance, Legislative Analyst, and CPEC each shall assess the extent to which the goals and measures under consideration by the board are clear, reasonable, and adequately meet the state's interest in accountability. The board shall consider the comments of these agencies before approving the goals and measures.

(c) (1) The Chancellor of the California Community Colleges shall allocate funding for the Partnership for Excellence, pursuant to appropriations in the annual Budget Act, to those districts electing to participate in the program in the 1998-99, 1999-2000, and 2000-01 fiscal years on a per FTES basis, subject to a district minimum allocation, and districts shall have broad flexibility in expending the funds for program enhancement that will improve student success and make progress toward the system goals. Those programs shall include, but are not necessarily limited to, programs that assist students through remediation, tutoring, and mentoring.

(2) Funds provided under this program to districts shall not be considered program improvement funds within the meaning of Sections 84755 and 87482.6, and shall only be spent to improve student learning and success as determined by the Board of Governors of the California Community Colleges which shall be subject to conditions as the board may determine.

(3) Funds for this program are subject to appropriation in the annual Budget Act.

(d) (1) The Board of Governors of the California Community Colleges also shall develop, through the consultation process pursuant to Section 70901, one or more contingent funding allocation options, as well as criteria that would require the implementation of these options, that shall link allocation of Partnership for Excellence funds to individual districts to the achievement of and progress toward Partnership for Excellence goals by those individual districts. These contingent funding options may be determined necessary to either improve system performance or to reward significant or sustained achievement.

(2) In developing contingent funding allocation options and criteria for implementation thereof, the Chancellor of the California Community Colleges shall seek the concurrence of the Director of Finance, the Legislative Analyst, and CPEC. These agencies shall each assess the extent to which the contingent allocation options and criteria under consideration by the Board of Governors of the California Community Colleges are clear, reasonable, and adequately meet the state's interest in accountability. On or before April 15, 2000, the chancellor shall propose to the board one or more contingent funding allocation methods and criteria. The board shall consider the comments of the three agencies before approving the criteria and contingent funding allocation options.

(3) The Board of Governors of the California Community Colleges shall have the authority, and shall be accountable, to determine that a funding linkage is needed to adequately improve the performance of the system and its districts and colleges. The board is authorized to allocate all or a portion of Partnership for Excellence funds among districts pursuant to a contingent funding allocation method, as described in this section, commencing in the 2001-02 fiscal year or any fiscal year thereafter as determined necessary by the board. In executing its responsibilities set forth in this subdivision, the board shall engage the consultation process pursuant to Section 70901.

(e) (1) Districts shall report data under the Management Information System (MIS) for each of the outcome measures to the Chancellor of the California Community Colleges, who shall compile and analyze this data for a report to the Legislature, the Governor, CPEC, and other interested parties by April 15 of each year. The annual reports shall include data for each district and college with respect both to levels of achievement and relative progress towards the goals that recognizes differences in student populations and student preparedness. The chancellor may provide technical assistance to districts, as he or she best determines.

(2) Acceptance of funds from Partnership for Excellence allocations shall constitute concurrence by the district or college to collect and provide to the Chancellor of the California Community Colleges all information necessary to quantify baseline performance and annually report changes in outcome measures to the chancellor if, in the judgment of the chancellor, current MIS system data are insufficient for the purpose of any of the approved measures.

(3) Beginning with the report due on April 15, 2001, the Board of Governors of the California Community Colleges shall annually assess and report the extent to which achievement of system goals has been satisfactory or less than satisfactory. Based on this assessment and on the criteria adopted as part of the contingent funding allocation plan, the board shall determine, after engaging in the consultation process pursuant to Section 70901, whether or not to implement a contingent funding allocation option described in subdivision (d).

(4) On the basis of the reports specified in this subdivision and other pertinent information, the Legislative Analyst and CPEC shall also annually provide the Legislature their respective assessments of progress toward system goals, and shall recommend necessary changes to the program, including goals and outcome measures. The Legislative Analyst and the CPEC shall recommend ways of improving incentives for districts to contribute toward achievement of system goals.

(f) This section shall remain in effect only until January 1, 2005, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2005, deletes or extends that date.

Appendix C

Statewide Percent Change/Improvement Needed to Achieve Partnership for Excellence Goals by Year 2005-06

Statewide Percent Change/Improvement Needed to Achieve Partnership for Excellence Goals by Year 2005-06

Goal	Unit of Measurement	Percent Change
1. Transfer	No. of Transfer Students	
Overall		42.5
UC		50.4
CSU		40.7
Independent		Under discussion
2. Degrees and Certificates	No. of AA/AS degrees and certificates awarded	
Overall		37.9
AA/AS		37.2
Certificates		39.7
3. Successful Course Completion	Change in Successful Course Completion Rate	
Overall		3.7 (about 2.5 points)
Transfer		3.7 (about 2.5 points)
Vocational Education		3.6 (about 2.8 points)
Basic Skills		3.6 (about 2.2 points)
4. Workforce Preparation	Course Enrollments	
Apprenticeship Voc. Educ.		35.7
Advanced Voc. Educ.		35.7
Introductory Voc. Educ.		35.7
Businesses Benefiting	No. of Businesses	34.6
Employees Benefiting	No. of Trainees	35.0
Individual Fee-Based Training	No. of Trainees	35.0
5. Basic Sills Improvement	Headcount Students	38.9

Appendix D

Partnership for Excellence Goal Specifications

Transfer Goal

An increase from 55,149 in the 1998-99 base year to 78,582 by 2005-06 in the number of students who transfer from community colleges to baccalaureate institutions. This performance goal may also be expressed in the form of segmental subgoals: an increase from 10,161 to 15,278 in the number of transfers to UC, and an increase from 44,988 to 63,304 in the number of transfers to CSU. The subgoal for the increase in transfers to independent and out-of-state colleges is under discussion due to data issues. Achievement of these goals is dependent on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer.

Source of Data

Currently, the Transfer goal in PFE does not use data from COMIS but instead uses the counts reported in the California Postsecondary Education Commission's (CPEC) *Student Profiles* report. This data is obtained by CPEC from CSU and UC with data for the Independents recognized to be incomplete.

The Chancellor's Office has recently undertaken two longitudinal data matching efforts in the transfer area. Both efforts use a first-time freshman cohort of CCC students and then tracks them into other postsecondary institutions over a period of time. The first tracking project is with both UC and CSU to track cohorts of CCC students into their institutions; the second project is to match CCC students with the National Student Loan Clearinghouse (NSLC) database to track CCC students who transfer to postsecondary institutions nationwide. These two projects are a result of the federal Student Right-to-Know legislation and are in their initial stages. The data obtained from these projects are not used in the PFE counts at the current time. However, the data are reported back to each CCC district through the SRTK project and institutions are encouraged to use this information to aid them in improving upon their transfer goal.

Domain of Reports

Transfer numbers for the *Student Profiles* report are coded by CSU and UC and sent to CPEC. According to information from the systemwide offices, both UC and CSU code by determining a student's "school of origin." This is done by evaluating the student's transcripts and assigning the school most responsible for making the applicant eligible for admission to their institution. In most cases the highest number of transfer units earned at a particular school will be

determined to be the "school of origin" and reported to CPEC annually. The report reflects the number of full-year transfers for each CCC district and college to the University of California and the California State University.

Community college students who are enrolled in either a four-year CSU or UC and also enrolled at a California Community College at the same time are not counted as a transfer student. In addition, if a student is UC eligible out of high school and enrolls in summer session at a community college immediately following graduation and prior to their fall attendance at UC, then the student is not considered a transfer student.

Transfer Prepared Goal

An increase in the number of students who are Transfer Prepared from 106,951 in 1997-98 to 135,935 in 2005/6.

Source of Data

The Transfer Prepared Goal uses reports created by the MIS unit in the Chancellor's Office, and these reports rely upon data that the colleges have submitted to the MIS unit.

Domain of Reports

The count of Transfer Prepared is defined as the net number of students in the system who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00. The *net number of students* means that a student reaching transfer prepared status in a prior academic year and is still enrolled is not counted during the current academic year.

Work done at all schools attended by a student was taken into consideration if an SSN was reported for the student. Work done prior to the 1992-3 academic year was not available for analysis.

Degrees and Certificates Goal

An increase from 84,179* in the base year of 1997-98 to 116,054* by 2005-06 in the number of degrees and certificates awarded. This performance goal may also be expressed as subgoals to achieve an increase from 60,552* to 83,060* in the number of associate degrees awarded and an increase from 23,627* to 32,994* in the number of certificates awarded.

Source of Data

The data for the Degrees and Certificates goal are obtained from COMIS. This data has been collected from college districts since 1992-93. The Chancellor's Office collects the Program Award data for degrees and certificates from CCC districts annually on October 1 for the prior fiscal year ending June 30. The Research and Planning Unit of the Policy Analysis and MIS Division has produced a Degree and Certificate publication, which is available in hardcopy and on the Chancellor's Office Website at http://www.cccco.edu/cccco/mis/pa_reprt.htm.

Domain of Reports

The domain of certificates and degrees used in this report is based on data provided by districts to COMIS for the preceding fiscal year. All certificates and degrees with award dates from July 1 through June 30 of the prior fiscal year are to be reported to COMIS by October 1 annually. The reporting of multiple certificates and degrees awarded to a single student during the fiscal year may occur and consequently would be reflected in the PFE reports.

***Note**: In certain circumstances, dates for certificates and degrees may be submitted to COMIS when the student is no longer enrolled. Such awards should be reported with the term identifier indicating the term in which the reporting occurs (the year with an annual term type [see GI03]), but with the Award Date (SP03) indicating the actual date of the award.*

Currently, colleges are required to report all degrees and certificates of at least 18 units, awarded to students per specifications included in data element SP02 Student-Program-Award. Beginning with the 1999-2000 fiscal year, college districts were required to report all certificates awarded for as few as 6 units and all noncredit certificates. This is documented in revised data element SP02 (revised November 1, 1998 for implementation due October 1, 2000 for 1999-2000 awards). Refer to *Data Element Dictionary* (DED) documents posted to the Chancellor's Office Website at:

http://www.cccco.edu/cccco/mis/ded.htm.

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* Levels differ from the revised goals approved by the Board of Governors in July 200 due to district resubmission of base-year data.

Specifications for Deriving Counts

The following data elements are collected through COMIS and used to produce the PFE Degree and Certificate multiple-year reports by fiscal year. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SP02 STUDENT-PROGRAM-AWARD
SP03 STUDENT-PROGRAM-AWARD-DATE
GI01 DISTRICT-COLLEGE-IDENTIFIER
GI03 TERM-IDENTIFIER

Current codes reported in SP02 Student Program Award

S = Associate of Science (AS) degree
A = Associate of Arts (AA) degree
L = Certificate requiring 18 to fewer than 30 semester units
T = Certificate requiring 30 to fewer than 60 semester units
F = Certificate requiring 60 or more semester units
O = Other Credit Award, under 6 semester units

All degrees and certificates, EXCEPT those reported with a code of O for Other, reported to COMIS for a fiscal year are summarized in the PFE counts. The counts of awards are reflected in the appropriate fiscal year based on the date reported in SP03. The column labeled "AA/AS" includes all degrees reported in SP02 with a code of S and A. The column labeled "Total Certif" includes all degrees reported in SP02 with a code of L, T, and F.

Successful Course Completion Goal

An increase from 68.1% in the base year of 1995-96 to 70.6% by 2005-06 in the overall rate of successful course completions. An increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses.

Source of Data

The data for the Successful Course Completion goal are obtained from COMIS. The Chancellor's Office collects Enrollment and Course data files from CCC districts 30 days after the end of each term. Refer to the COMIS *Data Element Dictionary* in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Reports

The following data elements are collected through COMIS and used to produce the PFE Successful Course Completion reports. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SX04	ENROLLMENT-GRADE
CB01	COURSE-DEPARTMENT-NUMBER
CB05	COURSE-TRANSFER-STATUS
CB08	COURSE-BASIC-SKILLS-STATUS
CB09	COURSE-SAM-PRIORITY-CODE

The domain of all records used in the Successful Course Completion goal are Enrollment records where the grade reported in data element SX04 is equal to A, B, C, D, F, CR, NC, I*, MW, and W. If the grade code reported in SX04 is equal to IP, UD, UG, and XX, then those records are not used in any of the counts or calculations reflected in the PFE reports for this goal.

Specifications for Deriving Counts

All enrollment records fitting the criteria described below are aggregated by academic year starting with the summer term and ending with the spring term.

Successful course completion requires an enrollment grade reported in SX04 equal to A, B, C, or CR.

Attempted course enrollment is defined with enrollment grade SX04 equal to A, B, C, D, F, C, CR, NC, I*, W, and MW.

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* Incomplete where "*" indicates the default grade to be received by the student if the incomplete is not completed within one year.

Excluded from attempted course enrollment counts are grade codes reported in SX04 equal to IP, RD, UD, UG, and XX.

Transferable is defined as enrollments in courses which are transferable to CSU or UC reported in CB05 with codes equal to A or B.

Vocational Education is defined as enrollments in courses which are Apprenticeship, Advanced Occupational, and Clearly Occupational where CB09 is equal to A, B, or C and transfer status reported in CB05 is equal to a code of C, which is not transferrable.

Basic Skills is defined as either precollegiate basic skills or just basic skills where CB08 equals P or B and the SAM Priority Code reported in CB09 is equal to D or E, which are defined as "possibly occupational" and "non-vocational."

Counts are reported in the subgroup categories of Transfer, Vocational Education, and Basic Skills, which are defined for purposes of this report only, as mutually exclusive. The "All" category includes the subgroups of Transfer, Vocational Education, Basic Skills, and all other enrollments, excluding noncredit courses.

The counts reflected in the "Vocational" subgroup columns on this report will not match the counts for "Total Vocational" on the Workforce Development Vocational Education goal report because that report includes all transferable and basic skills vocational course enrollments in the "Total Vocational" columns.

The columns labeled "% Success" for each of the subgroups is calculated by dividing the counts in the "Successful" column by the corresponding "Attempted" column and multiplied by 100 to display the percentage.

For Example:

Successful Transfer	% Success Transfer	Attempted Transfer
3,318,669	68.33	4,856,782

3,318,669 / 4,856,782 = 68.33%

Note: *The date listed at the bottom left corner of the report shows the date that the data was extracted from the MIS database to produce the report. Resubmissions of data by a college district after that date will not be reflected in the subject report.*

Workforce Development Vocational Education Goal

(I) An increase from 18,125 in the 1997-98 base year to 24,599 by 2005-06 in the number of successfully completed Apprenticeship courses; from 277,556 to 376,688 in the number of successfully completed Advanced-level Vocational courses; and from 783,060 to 1,062,378 in the number of successfully completed Introductory Vocational courses. (II) An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education [**Note**: Base year is Fall 1996.] (III) An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education. (IV) An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training.

Source of Data

The data for increasing successful course completions in vocational courses are obtained from COMIS. The data used for the employer-based (contract education) training were obtained from Ed>Net reports and are not covered in this document.

The Chancellor's Office collects Enrollment and Course data files from CCC districts 30 days after the end of each term. Refer to the COMIS *Data Element Dictionary* in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Reports

The following data elements are collected through COMIS and used to produce the PFE Vocational Education Successful Course Completion reports. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SX04	ENROLLMENT-GRADE
CB01	COURSE-DEPARTMENT-NUMBER
CB09	COURSE-SAM-PRIORITY-CODE

The domain of records used in the Vocational Education goal meet the following criteria:

1. Course records reported with a SAM Code equal to A (Apprenticeship), B (Advanced Occupational) or C (Clearly Occupational—throughout the reports this is referred to as Introductory Vocational) reported in data element CB09 COURSE-SAM-PRIORITY-CODE, and;

2. Corresponding Enrollment records where the grade reported in data element SX04 ENROLLMENT-GRADE is equal to A, B, C, D, F, CR, NC, I*, MW, and W. If the grade code reported in SX04 was equal to IP, UD, UG, and XX, then those records were not used in any of the counts or calculations reflected in the PFE reports for this goal.

Specifications for Deriving Counts

All enrollment records fitting the criteria described below are aggregated by the subgroups Apprenticeship (SAM Code A), Advanced Occupational (SAM Code B), and Clearly Occupational (SAM Code C) for the academic year starting with the summer term and ending with the spring term.

"Successful" course completion requires an enrollment grade reported in SX04 ENROLLMENT-GRADE equal to A, B, C, or CR.

"Attempted" course enrollment is defined with a grade code reported in SX04 equal to A, B, C, D, F, C, CR, NC, I*, W, and MW.

Excluded from attempted course enrollment counts are grade codes reported in SX04 equal to IP, RD, UD, UG, and XX.

"Retained" course enrollment is defined as grade codes A, B, C, D, F, CR, NC, or I* reported in SX04.

"Total Vocational" column represents the aggregation of the vocational subgroups A, B, and C.

The counts reflected in the "Total Vocational" columns on this report will not match the counts for the "Vocational" subgroup on the Successful Course Completion goal report because that report excludes all transferable and basic skills vocational course enrollments from the "Vocational" subgroup.

Basic Skills Improvement Goal

An increase from 108,566 in the 1995/96-1997/98 base years to 150,754 by 2005/06-2007/08 in the number of students completing coursework at least one level above their prior basic skills enrollment.

Source of Data

The data for the Basic Skills Improvement goal are obtained from COMIS. The Chancellor's Office collects Enrollment, Section, Session, Course and Demographic data files from CCC districts 30 days after the end of each term. Refer to the COMIS *Data Element Dictionary* in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Cohort

The following data elements are collected through COMIS and used to produce the PFE Basic Skills Improvement report. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

CB01	COURSE-DEPARTMENT-NUMBER
CB03	COURSE-PROGRAM-CODE
CB04	COURSE-CREDIT-STATUS
CB08	COURSE-BASIC-SKILLS-STATUS
CB21	COURSE-PRIOR-TO-COLLEGE-LEVEL
STD7	STUDENT-HEADCOUNT-STATUS
SX04	ENROLLMENT-GRADE
SX05	ENROLLMENT-POSITIVE-ATTENDANCE-HOURS
XF07	SESSION-TOTAL-HOURS

The Basic Skills Improvement report for PFE uses a specific cohort of students from the 1995-96 academic year and follows them through the 1997-98 academic year. The students tracked in the cohort are required to fit the following criteria:

1. the student must meet the Full Term Reporting criteria (FTR) for at least one term during the 1995-96 academic year to be considered for the cohort. This is defined in derived data element STD7 STUDENT-HEADCOUNT-STATUS, with codes equal to A, B, C, or F used to meet the Full Term Reporting criteria and;

2. the student had to have enrolled in a basic skills course defined in data element CB08 COURSE-BASIC-SKILLS-STATUS with a code of P or B for precollegiate basic skills or basic skills and;

3. the student had to have enrolled in an English, reading, writing or math course with a TOP Code reported in data element CB03 COURSE-PROGRAM-CODE equal to:

English subgroup of codes

4930.21	Writing
4930.70	Reading Skills
4930.71	Speed Reading
4930.80	English as a Second Language
4930.81	College Level ESL
4930.82	Survival Level ESL
4931.00	Vocational ESL
1501.00	English
1503.00	Comparative Literature
1504.00	Classics
1507.00	Creative Writing

Math subgroup of codes

4930.40	Computational Skills
4930.41	Pre-Algebra (Basic Math/Arithmetic)
4930.42	Algebra, Geometry and Trigonometry
1701.00	Mathematics, General
1701.10	Mathematics, General (Non-majors)
1701.70	Technical Math
1799.00	Other Mathematics

For a complete description of each TOP Code refer to Taxonomy of Programs, Version 5, available on the Chancellor's Office Website at:

www.cccco.edu/cccco/mis/techlib/data/top/aboutop.txt

The hardcopy publication is also available from the Curriculum Standards Unit of the Chancellor's Office.

Specifications for Deriving Counts

Once the cohort of students is selected according to the domain criteria defined above, then the students' course taking patterns are tracked through the 1997-98 academic year ending with the Spring 1998 term. Students may stop and start during this period of time and are still tracked as a member of the original cohort.

The course taking patterns of the students are tracked throughout the entire CCC system. If a student qualifies for the cohort at one college and subsequently completes a higher level course at another college, then the student is counted as "improved" in the college where they qualified for the cohort.

Students are categorized into the subgroups of English and Math based on the basic skills course(s) taken in the initial 1995-96 academic year (refer to TOP Code subgroups above under Domain). A student may be placed in both groups. However, if a student enrolled in English, reading, writing, and ESL in the Fall 1995 term, the student will still only be counted once in the "Total English" column on the report. The "Total English" and "Total Math" columns on the report indicate the counts of the subgroups from the cohort set of students. If a student successfully completes numerous higher level courses, the student can only be counted as "Improved" once in each subgroup of Math and/or English.

Subgroups

The subgroups for the improved courses consist of the same TOP Code groupings listed above under the Domain definition.

Subsequent Terms

The initial term is any term within the 1995-96 academic year which qualified the student to be in the cohort per criteria described in Domain section above. The subsequent term is any term after the initial term. The subsequent term does not have to be in the following term but can be in any term after the initial term up through Spring 1998 term.

Successful Course Completion

> *Credit course*: Successfully completing the subsequent course with an enrollment grade reported in SX04 equal to A, B, C, or CR.
>
> *Noncredit course*: Successfully completing the subsequent noncredit course with a minimum attendance of 75%. Minimum attendance is calculated by dividing the student's actual hours of attendance reported in SX05 ENROLLMENT-POSITIVE-ATTENDANCE-HOURS by the total session hours for the course reported in XF07 SESSION-TOTAL-HOURS. This definition is used only for purposes of this report as no other measure of success is reported for noncredit courses.

***Note**: There have been discussions concerning grading noncredit courses on a Pass/Not Pass basis in the future.*

Improved Criteria

For a student to fall into the "Improved" count, the student must successfully complete a course in the same subgroup in a subsequent term which meets one of the following criteria:

- the subsequent course is at a higher skill level as defined in element CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL, using codes A, B, and C with A being the highest code and C being the lowest. If the 1995-96 basic skills course is coded as C (three levels below transfer level) and the subsequent course is coded as B (two levels below transfer level) within the same subgroup, then the student is counted as improved; or

- the subsequent course is reported with a higher credit code in data element CB04 COURSE-CREDIT-STATUS, which consists of codes D (credit degree applicable), C (credit not degree applicable), and N (noncredit). The level of the codes is N as the lowest, C in the middle and D as the highest. If the initial basic skills course is reported as N (noncredit) and the subsequent course is reported as C (credit not degree applicable) then the student is counted in the improved column.

Report Columns

The "Total" column is the sum of the English and Math subgroups in the cohort.

The "Improved English" and "Improved Math" are the counts of students meeting the improved criteria described above for each subgroup.

The "% Improved" columns are based on the "Improved" column divided by the "Total" column to obtain the percentage.

The "Total Improved" column is the total of both the Math and English improved columns. The same student may be counted twice in this column if they improved in both Math and English.

The "Total Students" column represents all students in the 1995-96 academic year who meet the Full Term Reporting criteria described above in the Domain section.

Note: The date listed at the bottom left corner of the report shows the date that the data was extracted from the MIS database to produce the report. Resubmissions of data by a college district after that date will not be reflected in the subject report.

Domain of the Following Year's Cohort

It is anticipated that the domain of each following year's cohort will follow the same criteria except, for example the 1996-97 academic year would be selected as the starting point and the ending term will be Spring 1999.

TERMINOLOGY AND ABBREVIATIONS

Academic Year	For purposes of COMIS this refers to all the terms in one year beginning with the summer term and ending with the spring term.
CCC	Abbreviation for California Community Colleges.
Cohort	Establishment of a group of records based on a specific criteria and tracked over time. Commonly used to refer to a specific set of students such as first-time freshmen who are tracked over a number of years.
COMIS	Abbreviation for Chancellor's Office Management Information System.
CPEC	Abbreviation for California Postsecondary Education Commission.
CSU	Abbreviation for California State University System.
DED	Abbreviation for Data Element Dictionary.
Data Element Dictionary	Dictionary and specifications for all data elements collected by the Chancellor's Office and loaded into the COMIS database.
Derived Data Elements	Definition of elements developed by combining source data collected in COMIS.
Domain	The criteria describing the type of records included in a particular report or study.
Fiscal Year	One year, beginning July 1 and ending June 30.
IPEDS	Abbreviation for Integrated Postsecondary Education Data System, a set of reports collected by the federal government.
NSLC	Abbreviation for National Student Loan Clearinghouse.
PFE	Abbreviation for *Partnership for Excellence*.
SAM codes	Codes reflecting the vocational nature of a course, reported in data element CB09.
SRTK	Abbreviation for Student Right-to-Know project administered by the Program Support Unit in the Chancellor's Office.
TOP Codes	Taxonomy of Program codes used for both course content as well as program identification.
UC	Abbreviation for the University of California system.